DOCUMENT RESUME

ED 266 253 CE 043 492

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TITLE Developing an Equity Handbook for Community College Personnel--A Resource to Increase Female Enrollment in Nontraditional Vocational Education Programs. Final Report.
INSTITUTION Pueblo Community Coll., CO.
PUB DATE 30 Jun 85
NOTE 33p.; For the equity handbook, see ED 265 385.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary School Services; Community Colleges; Educational Research; *Enrollment Influences; *Females; *Nontraditional Occupations; Postsecondary Education; *Sex Fairness; Student Attitudes; *Student Needs; Surveys; Two Year Colleges; *Vocational Education

ABSTRACT

A project identified and described factors that influence women's enrollment and continuation in nontraditional vocational education programs. The purposes of the study were to produce an equity handbook on education and employment and to develop a gathered through interviews with 60 women enrolled in traditional and nontraditional vocational training programs at Pueblo and Pikes Peak Community Colleges. The traditional group was most often influenced by friends or self in declaring a major. Nearly half of the nontraditional group viewed theirs as a self-decision, although many more reported using information from advisors, counselors, and male family members. The most often reported difficulties were financial problems, family problems, coursework, and scheduling. The biggest needs were child care facilities, more counseling, training in job acquisition skills, and career and placement information. Both groups recommended more career counseling and information to aid in recruitment of women into nontraditional programs. The traditional group was concerned with changing traditional attitudes; the nontraditional group advocated advertising, recruitment programs, and role models. The report concludes by recommending support systems for females in nontraditional programs, dissemination of career information, job placement, recruitment of women, and equity inservice for educators. (YLB)

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FINAL REPORT

Developing an Equity Handbook for Community College Personnel - A Resource to Increase Female Enrollment in Nontraditional Vocational Education Programs

PUEBLO COMMUNITY COLLEGE

PUEBLO, COLORADO

June 30, 1985

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INTRODUCTION

Federal and state legislation has removed the major barriers that have prevented women from being trained in nontraditional programs of vocational education. Currently, women have the opportunity to gain the personal, professional and financial growth they desire via training once reserved for men only. Social reform through legislation has affected the roles women play in today's society, but these changes have not come without many sacrifices from women--only a few of which have been identified through research.

To assume, that once women have the opportunity to enroll in nontraditional programs they will share the same experiences as men, is naive. Although vocational teachers, counselors and administrators are very aware of legislative mandates, many--especially men--hold traditional sex-role attitudes toward women. (Cunningham, 1979; Dittman, 1978; Eversole, 1977; Hantijis, 1977; Hollenback, 1984; Manrow, 1978; Steele, 1974; Thorne, 1971; Woerner, 1976). In a national study completed in 1979, vocational education teachers were reluctant to have nontraditional students in their courses (Harrison, 1979). Twenty-five percent of the female students surveyed in the study who had made nontraditional training choices reported they had faced discouragement when making that choice. Fourteen percent of the females who had chosen traditional career areas reported that they had considered enrolling in a nontraditional area, but were discouraged from doing so. The factors identified in the study which appeared to have occurred most frequently in vocational counseling practices were: 1) counselors suggested traditional options to students undecided as to a career and 2) sex was considered in determining the type of work study, cooperative education or job placement opportunity provided for students.

Although job requirements are not related to sex tradition (Women's Bureau, 1974), several studies have indicated that counselors have steered students into occupations "appropriate" for men and women. Research has pointed out that in many cases counselors have done a more effective job in counseling students for college preparatory than for occupational counseling. When engaged in occupational counseling, there has been a tendency for counselors to discriminate against females by recommending occupations that paid less, had lower prestige and required more supervision (Donahue, 1977; Frazier and Sadker, 1973; Harrison, 1979; Persons, 1972; Schlossberg and Peitrofesa, 1973; Smith, 1972; Swartz, 1974; Thomas, 1971; Thorne, 1974).

The barriers that exist for women are now covert and unintentional Many of them are being placed by vocational instructors, counselors and administrators without these individuals even being cognizant of the detrimental effect of their actions. They believe that by following the equal access policies prescribed by law, they are fulfilling their responsibilities toward achieving equity. But, deleterious social factors plus traditional sex-role attitudes held by many vocational educators may be contributing to the difficulties being experienced by women enrolled in vocational education programs and women contemplating enrolling in these programs.

> The lowered expectations that teachers and counselors hold for female students do not even have to be stated to have their effect. In countless nonverbal ways they are transmitted almost intangibly and the impact they have on the students is devastating. This phenomenon--that one person's expectations for another's behavior should come to serve as a self-fulfilling prophecy--has far reaching implications (Frazier and Sadker, 1973, p. 139).

Statement of the Problem

Without knowing the negative factors encountered by women in nontraditional vocational education programs, it is difficult to improve 1) female recruitment into these programs; 2) the effectiveness of instructors; 3) counseling practices and 4) support services associated with nontraditional training. In other words, improvement cannot be accomplished until problems have been identified--problems which may or may not be indigenous to Colorado.

The Purpose of the Study

(Objectives)

THE PURPOSE OF THIS PROJECT WAS TO IDENTIFY AND DESCRIBE THE FOLLOWING FACTORS IN ORDER TO PRODUCE AN EQUITY HANDBOOK AND DEVELOP A TEACHER INSERVICE TRAINING ACTIVITY FOR USE BY PUEBLO COMMUNITY COLLEGE AND OTHER COMMUNITY COLLEGES IN THE STATE OFFERING VOCATIONAL EDUCATION:

Factors

1. Why do women enroll in nontraditional vocational education programs?
2. What support or discouragement do they encounter when making that decision?
3. What difficulties, if any, are they experiencing from:
   a. peers,
   b. home and family,
   c. instructors and other college personnel and
   d. course content?
4. What types of additional support services do women need while enrolled in these programs?
5. How can the number of women in nontraditional programs of vocational education be increased?

METHODOLOGY

Population

To obtain the information identified in the previous section, 60 women enrolled in vocational training programs at Pueblo Community College in Pueblo, Colorado (enrollment 1,150) and Pikes Peak Community College in Colorado Springs, Colorado (enrollment 5,600) were interviewed. Women in both traditional and nontraditional programs were included to determine if there were differences in their educational experiences. The numbers and majors of the women interviewed are delineated in Tables I, II and III. (With the exception of Tables I, II and III, all data are reported by group and are not separated by college.)

TABLE I
Participants Identified by Institution

School	Nontraditional	Traditional
Pueblo Community College	21	21
Pikes Peak Community College	14	4
Total	35	25

TABLE II
Participants Identified by Nontraditional Program Area

Major	PCC	PPCC
Autobody	1	0
Automechanics	3	0
Carpentry	0	2
Criminal Justice	5	3
Diesel Mechanics	0	1
Drafting	7	0
Electronics	5	0
Indust. Optics	0	6
Machine Tech.	0	2
Total	21	14

TABLE III
Participants Identified by Traditional Program Area

Major	PCC	PPCC
Business/Office	6	1
Data Processing	3	0
Dental Hygiene	2	0
Nursing	4	3
Occupational Therapy	6	0
Total	21	4

The marital status of the participants is shown in Table IV. The major differences between the two groups follow the traditionality of the majors; nearly twice as many of the nontraditional students were divorced when compared to the traditional group. Thirty-six percent of the traditional

TABLE IV
Participants' Marital Status

Status	Nontraditional		Traditional	
	No.	%	No.	%
Single	14	40	10	40
Married	7	20	9	36
Divorced	11	31	4	16
Separated	2	6	2	8
Widowed	1	3	0	0
Total	35	100	25	100

group were married, compared to twenty percent of the nontraditional group. Nationally, 34 percent of working women are married and 66 percent are widowed, single, divorced or separated. Of the two groups studied, the marital status of the traditional group more closely resembles the national statistics of working women.

The other variables examined were age and the number of children in the household. Table V contains the data. The data for both groups are similar, although the average age for the nontraditional group was slightly older, 1.9 years. These ages are similar to the national average for all students enrolled in junior and community colleges. Recently the national mean has

TABLE V

Participants Mean Age and Average Number of Children

Variable	Nontraditional Mean	Traditional Mean
Age	28.9	27.0
Number of Children	2.1	2.9

fallen between 27 to 29 years. The traditional group averaged nearly three children as opposed to the non-traditional group which averaged two.

Collection of Data

All data were gathered through personal interviews. Participants were asked to fill out a personal information card and then asked to respond to the following questions:

1. What is your marital status?
2. How many children do you have?
3. What are your sources of income to support school?
4. Why did you decide to major in____?
5. How did you reach this decision; who helped you?
6. Have or are you experiencing any difficulties in completing your education?
7. What types of support services would help you complete your training?
8. Why do you think so few women enroll in nontraditional programs?
9. What suggestions can you offer in regard to recruiting more women into nontraditional training programs?

The content and formatting of the questions were based on the recommendations of the Project's Advisory Committee. Questions were asked in a non-directive manner and "coaching" occurred only when individuals did not understand the question or were non-responsive.

FINDINGS

The findings are based on data gathered from responses to the questions. The data are reported by question and by individual group.

QUESTION: What are your sources of income to support school?

Table VI contains the sources of grant and/or financial aid income the women in the both groups used to support their education. Fifteen, or 60 percent of the traditional group used some sort of financial aid to pay some or all of their educational costs, and 67 percent of the nontraditional group used financial aid.

TABLE VI

Use of Grants/Aid for School Expense

	DIVORCED				MARRIED				SEPARATED				SINGLE				WIDOWED			
	NON		TRAD		NON		TRAD		NON		TRAD		NON		TRAD		NON		TRAD	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
FULL	6	18	2	8	2	6	3	12	1	3	1	4	4	12	1	4	1	3	0	0
SOME	4	12	2	8	2	6	2	8	1	3	1	4	1	3	3	12	0	0	0	0
NONE	1	3	0	0	3	9	4	16	0	0	0	0	7	21	6	24	0	0	0	0
TOTAL	11	33	4	16	7	21	9	36	2	6	2	8	12	36	10	40	1	3	0	0

Both of these numbers are below the percentage of total students using some type of financial aid at the Community Colleges. During the 1984-85 school year, 85 percent of Pueblo's students received financial aid and approximately 78 percent of Pikes Peak's students received financial aid of some type.

Financial aid included both federal and Colorado State programs such as grants, Colorado Student Incentive Grants, Supplemental Educational Opportunity Grants, veteran's benefits, Vocational Rehabilitation, Work Incentive Program Benefits and stipends. Both colleges offer state and federal work study programs, Colorado Scholars Awards and Guaranteed Student Loans.

In a study completed by Cross and cited by Furniss and Graham in 1970, it was pointed out that women received smaller grants and scholarships than men. Women also take out larger loans. At that time, institutional grants averaged $671 for men and $515 for women even though there was no significant difference in the socioeconomic status of women and men who participated in the study (1972).

Figures 1 and 2 report the various combinations of income sources used by the women. (The number next to the heading represents the total women in that category. The numbers under the heading represents the number of women in a particular type or combination of financing). Several of the women worked either full or part time. Fifteen percent (5) of the nontraditional group worked full time and eighteen percent

Figure 1: Sources of Income to Support School for Women in Nontraditional Programs

Widowed (1)

(1) Grants

Single (14)

(2) Worked part-time and received help from parents

(2) Worked full-time

(1) Also had G.I. Bill

(2) Were work-study students

(1) Had a grant

(1) G. I. Bill

(2) Received full support from parents

(1) Loan

Figure 1: Continued

(1) G. I. Bill and grant

(2) Personal funds

(2) Enrolled in the area vocational school

Divorced (11)

(9) Received various types of grants

(2) Also worked part-time

(2) Were receiving ADC

(1) Had a loan

(1) Worked full-time

Married (7)

(2) Worked full-time

(1) Had a scholarship

(1) Student loan

(1) Family income

(1) Grant

(2) Worked part-time

(1) Family support

(1) Grant

Separated (2)

(1) Grant and ADC

(1) G. I. Bill and part-time work

Figure 2: Sources of Income to Support School for Women in Traditional Programs

Divorced (4)

(4) Received various state and federal grants

Figure 2: Continued

(1) Of these worked part-time

(1) Reported using child support

Married (9)

(6) Reported support came from family funds

(1) Of these worked part-time

(1) Had a grant

(1) Had a loan

(2) Used a combination of grants and loans

Separated (2)

(2) Both were receiving funds from grants

(1) Also worked part-time and received money from husband

Single (10)

(4) Parents supported them

(2) Also worked part-time

(1) Worked part-time and had a grant

(1) Was supported by boyfriend

(3) Worked full-time

(1) Received funds from a grant and part-time work

(1) Used a loan

(6) worked part time for a total of thirty-three percent that worked. In the traditional group the total percentage of those who worked was also 36 percent, but only 12 percent (3) worked full time and 24 percent (6) worked part time.

QUESTION: Why did you decide to major in____?

Most of the responses for both groups as classified in Table VII fell into the category of "fulfilling their career plan"; although, there was a variation in the percentage of responses. In the traditional group 32 percent responded that they were upgrading or improving existing skills, i.e. they

TABLE VII
Participants Motivation for Declaring Major

Category	Nontraditional		Traditional	
	No.	%	No.	%
Fulfill Career Plans	17	49	15	60
Improve Existing Skills	3	8	8	32
Retrain for New Career	6	17	1	4
Further H.S. Training	7	20	1	4
Further Military Training	2	6	0	0
	35	100	25	100

were or had been employed using similar skills. This closely relates to the combined 34 percent of the nontraditional group who were improving existing skills or adding the skills acquired during high school or military training. (Seventeen percent of the nontraditional women had served in the military.) Interestingly, 17 percent of the nontraditional group were retraining. They were or had been working in traditional areas and had decided to train for a new career that: 1) paid more, 2) was not a desk job, 3) was more interesting 4) or offered more chances for advancement.

QUESTION: How did you reach this decision; who helped you?

The individuals who aided the respondents in making a decision to declare either a traditional or nontraditional major are listed in Table VIII. More than half, 57 percent, of the responses from the nontraditional group identified that the individual had no help in deciding on a major course of study. Only 11 percent of the responses identified influence by friends and 9 percent of the responses reported influence from male members of the family, such as brother, father or husband. Moore (1975) found that fathers had greater influence than mothers on nontraditional career choices. Eight

TABLE VIII
Identification of Person/s Who Helped Make a Decision Regarding Major

Individual	N=35 Nontraditional		N=25 Traditional	
	No.	%	No.	%
Friends	4	11	8	32
College Advisors	6	17	0	0
Self	20	57	8	32
Parents	0	0	3	12
H. S. Teacher	1	3	2	8
Grant Counselor	4	11	2	8
College Counselor	1	3	0	0
Family Member (M)	3	9	0	0
Family Member (F)	1	3	2	8
Husband	0	0	2	8
Total	40	114	27	100

NOTE: Percentages greater than 100 because of multiple responses.

percent of the traditional group's responses identified influence from family members; only, it was the female members such as mother, sister or daughters. Friends appeared to be the greatest influence as was self; 32 percent of the traditional group's responses indicated either a self decision or that friends had helped them.

> Many factors prevent women from training for better paying careers. A study by Denbroeder and Thomas (1979) concluded that a woman's own perceptions and pressures from the family were the two prime factors deterring women from pursuing male dominated occupations. They found that women who were seriously considering nontraditional occupations more accurately perceived the requirements and problems that exist in nontraditional settings than those who had not explored such options. Furthermore, the study showed that women who had little or no thought of entering a nontraditional field were easily deterred by family or peer pressures. Women who are interested in pioneering nontraditional occupations tend to have had working mothers. Tangri (1972) Almquist and Angrist (1971), and Kane (1978), found that over 90 percent of females enrolled in better paying predominantly male occupations have had strong, positive relationships with male teachers, fathers, or older brothers (Eliason, 1980, p. 13).

Interestingly, 17 percent of the responses indicated that the nontraditional group consulted with a college advisor (instructor from the major area) and none of the traditional group reported using this resource. This could be due to the lack of familiarity with the nontraditional areas.

QUESTION: **Have or are you experiencing any difficulties in completing your education?**

Table IX and X contain the responses identifying the difficulties encountered by the two groups. In both groups, financial difficulties were mentioned as being a factor which caused concern; however, it appears that it is a concern for more of the women in the traditional group, as indicated by 36 percent of the responses as opposed to 23 percent of the responses from the nontraditional group.

TABLE IX
Difficulties Encountered in Rank by Women In The Nontraditional Group (N=35)

Rank	Difficulty	No.	%
1	Financial	8	23
2	Scheduling of Classes	7	20
2	None	7	20
3	Single Parent Problems W/Children	5	14
4	School vs. Work	4	11
5	Family Problems	3	9
5	Child Care	3	9
6	Food Stamps vs. Part-time Work	2	6
6	Studying for Older Learners/Testing	2	6
6	Peer Acceptance of Major	2	6
7	Husband's Income Included in Grant Application	1	3
7	School vs. Studying at Home	1	3
7	Received Lower Grades Because Female	1	3
7	New Terminology	1	3
7	Women Must Be Better	1	3
7	Application for Financial Aid	1	3
7	Lack of Support From Husband	1	3
	Total	50	145

More women in the nontraditional group responded that they had no problems, 20 percent of the responses, as compared to the traditional group, 8 percent. Two of the women in the nontraditional group, 6 percent, also listed another financial concern. They wanted to participate in workstudy for the

work experience and financial help, but ran into difficulties with their food stamp eligibility. The money they earned from workstudy would be counted as income, and thereby, lower their food stamp allotment.

TABLE X
Difficulties Encountered in Rank Order by Women In The Traditional Group (N=25)

Rank	Difficulty	No.	%
1	Financial	9	36
2	Problems W/Children	4	16
2	School vs. Work	4	16
3	Commuting	3	12
3	Family Demands	3	12
4	Family Comes First	2	8
4	Pressure from Ex-husband	2	8
4	None	2	8
4	Counseling Problems	2	8
4	Scheduling of Classes	2	8
5	Division of Social Services	1	4
5	Fear of Failing Classes	1	4
5	Aged Parent	1	4
5	Child Care	1	4
	Total	38	152

If all of the responses dealing with the difficulties pertaining to "family vs. school" are lumped together, 48 percent of the traditional group's responses indicated difficulties compared to 35 percent of nontraditional group's responses. (Forty percent of each group were single). The percentages for both group's responses, "problems with children", were nearly the same, 16 percent for the traditional group and 14 percent for the nontraditional group; however, all of the nontraditional women qualified that response by adding "single parent" concerns.

A total of 15 percent of the nontraditional group's responses identified difficulties that arose because they were enrolled in nontraditional training programs. (Scheduling of classes was another major concern, 20 percent, compared to 8 percent of the traditional group. This may be related to the

manner in which nontraditional classes are offered.) One each mentioned lack of support from her husband, the pressure to be perfect rather than average in classes made up of men, the difficulty of an all-new terminology, and one believed that she had received lower grades because she was female. Two of the women, both criminal justice majors, had difficulties with peers accepting their majors--police work and being female.

Juggling school and work, scheduling of classes and exams, and fear of failing classes were the types of problems encountered by the traditional group--all of these could be called "study problems" not related to the actual content of the course. Twenty-eight percent of the responses from the traditional group reflected these types of problems.

QUESTION: What type of support services would help you complete your training?

Surprisingly, there was little relationship between "Difficulties Encountered" and "Support Services Needed". Whereas, financial problems were the biggest concern for both groups of women, less than half (4) of the nine traditional women, who identified it as a problem, mentioned it as something they needed. Only two of the nontraditional women listed it as a need compared to seven who said it was causing problems.

TABLE XI
Support Services Needed in Rank Order by Women In The Nontraditional Group (N=35)

Rank	Support Service	No.	%
1	Child Care Facility	10	29
2	None	7	20
3	Tutoring	4	11
3	Career Information/Placement	4	11
4	Internships in Training Area	3	9
5	Counseling (Personal)	2	6
6	Job Acquisition Skills	1	3
6	Financial Aid	1	3
6	Registration Orientation Mat.	1	3
6	Off-campus Classes	1	3
6	More Reference Books	1	3
6	Scholarships for Women	1	3
6	Mentoring Program	1	3
	Totals	37	107

As listed in Table XI, for one-third of the nontraditional women, a child care facility on their campuses would be the biggest help; this was also true for one-fifth of the traditional women as listed in Table XII. (Pikes Peak has a child care facility, but it is limited in time opened and age groups served.)

Responses from the nontraditional group indicated a much higher need for career information, job placement help and/or training. Two of the traditional group requested either better training equipment or career

TABLE XII
Support Services Needed in Rank Order by Women In The Traditional Group (N=25)

Rank	Support Services	No.	%
1	Child Care Facility	5	20
1	None	5	20
2	Additional Tutoring	4	16
2	More Financial Aid	4	16
2	Counseling (Personal)	4	16
3	Needs Work-Study	4	4
3	More Extension Classes	1	4
3	More Orientation	1	4
3	Career Information	1	4
3	No Attendance Policy	1	4
3	Aid Seeking Financial Aid	1	4
3	Lack of Donme	1	4
3	More Time Management Seminars	1	4
3	Better Training Equipment	1	4
	Total	31	124

information. Seven nontraditional women requested either career information/job placement or internships. Those who cited internships as being useful added that they would do them without pay, just to get the actual work experience. One of the women mentioned a mentoring program to help women find employment.

In other areas, 11 percent of the nontraditional group's responses indicated a need for tutoring in both general education and occupational training classes and 16 percent of the traditional group's responses mentioned the same. Women in both groups identified a need for personal, as opposed to career counseling.

QUESTION: **Why you think women do not enroll in nontraditional training programs?**

Table XIII contains the perceptions of the traditional group in regard to why they think women do not enroll in traditional training programs. Table XIV contains the perceptions of the nontraditional group. Whereas, 15 percent of the traditional group's responses indicated that women are not interested

TABLE XIII
Support Services Needed in Rank Order by Women In The Traditional Group (N=25)

Rank	Support Services	No.	%
1	Child Care Facility	5	20
1	None	5	20
2	Additional Tutoring	4	16
2	More Financial Aid	4	16
2	Counseling (Personal)	4	16
3	Needs Work-Study	1	4
3	More Extension Classes	1	4
3	More Orientation	1	4
3	Career Information	1	4
3	No Attendance Policy	1	4
3	Aid Seeking Financial Aid	1	4
3	Lack of Donnee	1	4
3	More Time Management Seminars	1	4
3	Better Training Equipment	1	4
	Total	31	124

in nontraditional occupations, only 6 percent of the nontraditional group offered the same response. What 55 percent of the nontraditional group perceived as holding women back was fear; fear of change, not being feminine, peer pressure, failure, not being accepted and intimidation. Only 3 percent of the traditional group mentioned fear of failing and social/peer pressure; six percent said men intimidated women.

> Reentry women have some profound problems that distinguish them from the typical student. They are torn between traditional and nontraditional roles, between their function/s as wife and mother and their new sense of self-worth. This conflict frequently produces feelings of guilt and turmoil.
>
> According to several studies, the most common characteristic of adult reentry women is lack of confidence in her abilities. She finds herself in a general depression, accompanied by an identity crisis, and has a low self-concept and expectations (Self 1969; Elledge 1979; Arsenault 1979). The elimination of the low self-image held by women reentering college or directly entering the labor market is crucial to their success. (Eliason, 1980, pg. 8).

The answers from the traditional group tended to reflect traditional and sometimes stereotypic or biased values such as: women want to be women and do not want to compete with men; women will not advance on the

TABLE XIV
Nontraditional Women's Perceptions in Rank Order of Why Females Do Not Enroll in Nontraditional Programs

Rank	Perception	No.	% of Responses
1	Feel Intimidated	9	15
1	Afraid They Won't Be Accepted	9	15
2	Think They Can't Do the Work	8	13
3	Socialization of Women	7	11
4	Lack of Interest	4	6
4	Peer Pressure	4	6
4	Lack of Career Information	4	6
5	Discouraged by Counselors	5	5
5	Lack of Background i.e. Math	3	5
5	Lack of Family Support	3	5
6	Hard to Get Into/Started	2	4
6	Do Not Want to Get Dirty	2	4
6	Fear of Not Being Feminine	2	4
7	Do Not Want to Be Different	1	2
7	Fear Change	1	2
	Total	62	103

NOTE: Percentage over 100 due to truncation

job; and women are limited physically. These types of responses accounted for 39 percent of the answers.

QUESTIONS: How can more women be recruited into nontraditional education programs?

Suggestions for the recruitment of women into nontraditional programs are located in Tables XV and XVI. Career counseling and/or information was suggested most often by both groups--27 percent of the traditional group's response and 24 percent of the nontraditional group's. Closely related suggestions from the traditional group included information about better pay, (7 percent) and more direction/help when enrolling, (4 percent). Eight percent of the nontraditional group's responses recommended more counseling,

four percent career exploration programs and two percent recommended support groups and seminars for a total of fourteen percent.

Recruitment and advertising were indicated by 27 percent of the nontraditional group's responses as being valuable. Nineteen percent of the traditional group recommended advertising. Along with this, it was recommended that women be pictured in the visual materials and also as recruiters. This tied into the 8 percent of the nontraditional group's responses which recommended female role models. Four percent of the traditional group's responses advised role models for young people and that female teachers need to be recruited.

The traditional group tended to recommend attitudinal factors such as change in society's, employers' and employees' attitudes toward women--22 percent. Only one women, in the nontraditional group mentioned a generic--"change attitudes".

TABLE XV
Nontraditional Women's Perceptions in Rank Order of How More Women Can Be Recruited into Nontraditional Programs

Rank	Perception	No.	% Responses
1	Career Information	12	24
2	Recruitment Programs	9	17
3	More Female Role Models	8	15
4	Advertising	5	10
5	More Counseling	4	8
6	Need to Increase Self-Esteem	3	6
6	Must Be a Self-Decision	3	6
7	Career Exploration Programs	2	4
8	Support Groups	1	2
8	Change Attitudes	1	2
8	Networking	1	2
8	Seminars	1	2
8	Courses Make Women Independent	1	2
	Total	51	100

TABLE XVI

Traditional Women's Perceptions in Rank Order of How More Women Can Be Recruited Into Nontraditional Programs in Rank Order

Rank	Perception	No.	% of Responses
1	Career Counseling/Information	7	27
2	Advertising	5	19
3	Change in Society's Attitudes	3	11
4	Change in Employer's Attitudes	2	7
4	Information About Better Pay	2	7
4	More Support for Woman in Nontraditional Classes	2	7
5	Change in Co-workers Attitudes	1	4
5	More Direction/Help When Enrolling	1	4
5	Role Models for Young People	1	4
5	If They Were in Classes in Groups	1	4
5	Recruit Female Teachers	1	4
		26	98

NOTE: Percentage less than 100 due to truncation.

SUMMARY

Information gathered from the 60 women interviewed in this project revealed several things about their educational and personal lives while they were enrolled in traditional and nontraditional programs. Their experiences and suggestions form a foundation on which to build programs to increase female enrollment in nontraditional programs.

The two groups were similar in regard to demographics. Their average age was in the late twenties. The traditional group averaged three children per family and the nontraditional averaged two. The traditional group more closely resembled national statistics on marital status. Forty percent of both groups were single.

Sixty percent of the traditional group and sixty-seven percent of the nontraditional group reported they were using some type of financial aid to support their education. The financial aid was in the forms of grants, scholarships, ADC and stipends. The largest percentages in both groups not

receiving aid were the single women. They either worked or were receiving help from their parents.

Most of the women in both groups had decided to declare their majors to fulfill some type of career plan. They were influenced by several factors. The traditional group was most often influenced or helped by friends or self. Nearly half of the nontraditional group viewed their decision as a self decision. However, many more of this group reported using information from advisors, counselors and male family members.

Financial problems were the most often reported difficulty both groups of women had. However, when all categories dealing with "family" problems were lumped together, 48 percent of the traditional group were experiencing difficulties compared to 35 percent of the nontraditional group. (Forty percent of each group was single.) Fifteen percent of the nontraditional group responses related to difficulties in the actual course work of their classes and another twenty responses reported that scheduling of the classes was a concern. Only 5 percent of the traditional group's responses identified scheduling as a problem.

Although financial concerns were the most often cited difficulty, child care facilities was identified as the biggest need. One-third of the nontraditional group and one-fifth of the traditional group identified lack of adequate child care facilities as a problem. Other needs included more counseling, training in job acquisition skills and career and placement information. Seven women in the nontraditional group and 5 women in the traditional group did not perceive a need for any additional support services.

When asked their perceptions of why more women do not enroll in nontraditional training programs, the traditional group reported more stereotypic and biased responses. The nontraditional groups perceptions

centered around fear. However, they often reported that if women would just try it, they would discover that their fears were unfounded.

Both groups recommended more career counseling and information to be helpful in the recruitment of women into nontraditional training programs. The traditional group was more concerned with having to change traditional attitudes in society; whereas, the nontraditional group saw actions like advertising, recruitment programs and role models as being activities that would help.

RECOMMENDATIONS

Based on the findings of this project, the following recommendations are made:

1. <u>Support Systems for Females in Nontraditional Programs</u>

Women must be treated differently to receive equal treatment. They are faced with far more burdens placed upon them by a socialization process which has prepared them for traditional and secondary roles. Females represent a population to be recruited into nontraditional community college education programs; however, several barriers must be removed to allow them entry such as:

a. quality and affordable childcare geared to single parents and for parents attending schools at irregular hours;

b. financial assistance, especially in the area of ancillary costs such as books, tools and supplies which are often required in nontraditional programs; and

c. support groups and personal counseling to help women struggling with family and financial difficulties plus being "alone" so to speak in all-male learning environments.

2. Career Information

The most glaring weakness found in this study was the lack of career information being disseminated to students at the secondary and post secondary level. Women cannot train for occupations about which they know nothing. They are gravitating toward the traditional training programs because they are ignorant of the opportunities available to them in the nontraditional fields. Career information is needed at several levels.

Secondary

Young women must be exposed to the total world of work from housewife to physicist. Those who are raised in traditional families and who experience the stereotyped world of work in a K-12 school environment, must be given the opportunity to make education and training choices based on the interests, aptitudes, and abilities--not on their gender or by the limited role models they have to imitate.

Post-Secondary

Women enrolling in community colleges usually have a major in mind; however, they should be made aware of the variety of programs available and the acceptance and support they will receive if they choose to transfer or go into the nontraditional areas. Only two of the women interviewed expressed rejection from fellow students or their instructors.

Feeder programs such as Displaced Homemakers, The Work Incentive Program, and Vocational Rehabilitation could have a big impact on recruiting women into nontraditional areas if the counselors employed in these programs would orientate their clients to all occupations--not just the traditional ones.

3. Job Placement

Education appears to be doing a better job than business and industry in accepting women in nontraditional training programs. The nontraditional women

interviewed expressed lack of knowledge about how to get a job and how to be actually hired. They see themselves as "strangers in a strange land". The traditional women believed that women going into nontraditional jobs would not be accepted, and if they were; they would not advance as far as males. True or not, it has a debilitating affect on nontraditional recruitment.

Not only must job acquisition skills be taught, but "visibility" promotions must be instituted for women. Women need the opportunity to make contacts with the world of work through professional networking, internships, mentoring and other methods of being known to the job market.

4. Recruitment of Women

There are several factors that should serve as motivators to increase the female enrollments in nontraditional training programs. The most obvious, of course, is the goal for a 15 percent increase in nontraditional enrollment for vocational education over the next three years as set by the new State Plan for Colorado.

But there are more altruistic reasons which educators may find important, such as helping women to fulfill themselves through occupations which may better fit their personalities; moving society toward a more equitable distribution of wages and salary, and along with this; impact the trend toward the feminization of poverty in the United States.

The women interviewed during this project offered very valuable and practical methods to recruit females into nontraditional training programs. In addition to their recommendations for increased career counseling/information they suggested the following:

a. Advertising: Women cannot enroll in programs they know nothing about. Visuals need to depict women doing the work and preferably there should be more than one woman to help dispell the "lone wolf" image often present in nontraditional classes.

b. Recruitment: Active recruitment must take place in the community and especially in the high schools. Young females must be prepared in math and science and begin their vocational training in high school. As in the recommendations for advertising, the women interviewed emphasized female recruiters and role models. (It was suggested that female teachers in the nontraditional programs would be one of the best ways to recruit).

c. Career Exploration Programs: If young women in high schools and women unsure of a major at community colleges could participate in exploration experiences in the nontraditional areas, it could help them make a realistic choice for further training. Also, it would have an affect on the many misconceptions and myths women hold in regard to the nontraditional areas.

5. Inservice

At a time when it appears that the action as in "affirmative" action has slowed down, equity inservices must be emphasized to help motivate staff, instructors and administrators to continue to work for equity in society. All too many are making the assumption that women have been provided equal opportunity and are enjoying the benefits of equality.

Equity inservice must be changed from its orientation phase as emphasized in the 1970's. The time has come to provide training to educators that will help them promote vocational education, recruit females into nontraditional programs and retain the females to program completion. The emphasis must be changed from "awareness" to "how to".

It is hoped that the Equity Handbook developed in this project will help do this...

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